

CAMPOBELLO-GRAMLING SCHOOL

250 Fagan Avenue
Campobello, South Carolina 29322

GRADES K-8 Middle School

ENROLLMENT 660 Students

PRINCIPAL William H. Sapp 864-472-9110

SUPERINTENDENT James A. Littlefield 864-472-2846

BOARD CHAIR C. Hugh Burnett 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	27	7	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Excellent	Excellent	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No

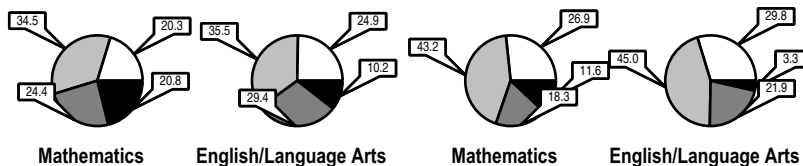
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	395	99.2	19.2	37.4	35.8	7.5	55.3	Yes	Yes
Gender									
Male	197	100.0	21.9	40.3	34.2	3.6	50.0		
Female	198	98.5	16.4	34.4	37.6	11.6	60.8		
Racial/Ethnic Group									
White	339	99.4	17.4	35.6	38.3	8.7	58.7	Yes	Yes
African-American	39	100.0	36.8	42.1	21.1	0.0	34.2	I/S	I/S
Asian/Pacific Islander	10	90.0	14.3	71.4	14.3	0.0	0.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	320	99.4	13.1	35.8	41.9	9.3	62.3		
Disabled	75	98.7	45.8	44.4	9.7	0.0	25.0	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	394	99.2	19.0	37.5	35.9	7.6	55.5		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	390	99.5	19.1	37.2	36.1	7.6	55.8		
Socio-Economic Status									
Subsidized meals	186	99.5	24.6	45.8	27.4	2.2	45.3	Yes	Yes
Full-pay meals	209	99.0	14.6	30.1	43.2	12.1	64.1		

Mathematics - State Performance Objective = 15.5%									
All Students	396	99.2	19.9	40.4	23.3	16.3	53.9	Yes	Yes
Gender									
Male	198	99.5	20.9	37.2	25.0	16.8	55.6		
Female	198	99.0	18.9	43.7	21.6	15.8	52.1		
Racial/Ethnic Group									
White	340	99.4	16.7	40.3	25.1	17.9	58.2	Yes	Yes
African American	39	100.0	50.0	31.6	15.8	2.6	21.1	I/S	I/S
Asian/Pacific Islander	10	90.0	0.0	71.4	0.0	28.6	0.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	321	99.1	13.4	39.0	27.5	20.1	62.9		
Disabled	75	100.0	47.9	46.6	5.5	0.0	15.1	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	395	99.2	19.7	40.5	23.4	16.4	54.0		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	99.5	19.6	40.5	23.5	16.4	54.3		
Socio-Economic Status									
Subsidized meals	187	99.5	27.8	46.1	18.3	7.8	40.6	Yes	Yes
Full-pay meals	209	99.0	13.1	35.4	27.7	23.8	65.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	72	100.0	15.4	40.0	36.9	7.7	44.6
	Grade 4	75	100.0	27.1	45.7	25.7	1.4	27.1
	Grade 5	82	96.3	20.8	43.1	31.9	4.2	36.1
	Grade 6	72	100.0	16.9	49.2	20.0	13.8	33.8
	Grade 7	64	100.0	13.6	49.2	28.8	8.5	37.3
	Grade 8	56	100.0	15.4	57.7	25.0	1.9	26.9
2004	Grade 3	58	98.3	12.3	33.3	47.4	7.0	54.4
	Grade 4	69	100.0	16.2	44.1	36.8	2.9	39.7
	Grade 5	68	98.5	10.8	50.8	33.8	4.6	38.5
	Grade 6	79	100.0	31.6	29.1	29.1	10.1	39.2
	Grade 7	60	100.0	23.3	48.3	20.0	8.3	28.3
	Grade 8	64	98.4	19.7	29.5	39.3	11.5	50.8

Mathematics								
2003	Grade 3	72	100.0	12.3	49.2	26.2	12.3	38.5
	Grade 4	75	100.0	24.3	51.4	11.4	12.9	24.3
	Grade 5	82	100.0	24.0	48.0	18.7	9.3	28.0
	Grade 6	72	100.0	15.4	36.9	26.2	21.5	47.7
	Grade 7	64	100.0	22.0	37.3	20.3	20.3	40.7
	Grade 8	56	100.0	17.3	67.3	11.5	3.8	15.4
2004	Grade 3	58	100.0	29.3	39.7	25.9	5.2	31.0
	Grade 4	69	98.6	17.6	42.6	23.5	16.2	39.7
	Grade 5	68	98.5	15.4	55.4	16.9	12.3	29.2
	Grade 6	79	100.0	21.5	31.6	26.6	20.3	46.8
	Grade 7	60	100.0	18.3	40.0	20.0	21.7	41.7
	Grade 8	64	98.4	21.3	36.1	23.0	19.7	42.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 660)				
Students enrolled in high school credit courses (grades 7 & 8)	17.1%	Down from 20.2%	13.1%	14.6%
Retention rate	1.4%	N/A	3.1%	3.0%
Attendance rate	95.8%	Up from 91.6%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.5%		5.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.7%		5.5%	5.3%
Eligible for gifted and talented	28.1%	Up from 17.7%	17.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Down from 14.5%	14.5%	13.9%
Older than usual for grade	0.8%	Down from 1.0%	4.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	64.4%	Up from 58.7%	47.6%	48.7%
Continuing contract teachers	91.1%	Down from 93.5%	86.1%	81.7%
Highly qualified teachers**	87.9%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.4%	5.3%
Teachers returning from previous year	91.4%	Up from 91.2%	87.1%	85.1%
Teacher attendance rate	95.6%	Down from 96.3%	94.9%	94.8%
Average teacher salary	\$43,438	Up 1.3%	\$40,504	\$40,566
Prof. development days/teacher	7.0 days	Up from 6.8 days	10.7 days	11.0 days

School				
Principal's years at school	19.0	Up from 18.0	4.0	3.3
Student-teacher ratio in core subjects	17.8 to 1	Down from 32.6 to 1	22.1 to 1	21.3 to 1
Prime instructional time	90.6%	Up from 86.8%	89.4%	89.3%
Dollars spent per pupil*	\$6,481	Down 9.8%	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	68.6%	Up from 67.5%	61.5%	61.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	90.7%	Down from 97.4%	94.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	86.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Campobello-Gramling School is a student-centered institution, K through 8th grade, that offers many strong programs to enhance learning. The Reading Recovery Program for at-risk first grade students, the Pat Cunningham Model for English Language Arts, a K-6 Science Coach, and Algebra I for 8th grade students for high school credit are a few of the excellent programs offered. Measures of the school's success include six honorable mention awards under the School Incentive Reward Program, \$38,852 as a School Incentive Reward winner, State Title I Distinguished School, State Career Guidance Award, School Red Carpet Award, Palmetto Gold and Silver Awards, and the Exemplary Writing Award.

The school enjoys strong support from the School Improvement Council, the PTO, and the community. The school has a local business partner that provides volunteers, tutors, shadowing experiences, and financial support for the school newspaper. Many community groups use the facility.

PACT scores continue to be very good but the principle challenge is to continue to improve student education to promote life-long learning. The strategies to meet this challenge include continuous evaluation and enhancement of all school programs, implementation of new programs, vertical teaming to ensure continuity in instruction, and an intense familiarity with the standards in all instructional areas. The faculty is fully qualified to meet this challenge.

School safety remains a priority. To this end, a security plan is in place and is reviewed constantly by the school safety committee. A school resource officer is on campus daily. Security cameras are located in strategic areas and all visitors must obtain clearance before entering school property.

Our School Improvement Council chairperson is Mrs. Kathy Patrick.

We are proud to be preparing students for life in the 21st century.

William H. Sapp

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	60	93
Percent satisfied with learning environment	100.0%	98.3%	89.2%
Percent satisfied with social and physical environment	100.0%	98.3%	90.1%
Percent satisfied with home-school relations	97.5%	93.2%	65.2%

*Only students at the highest middle school grade level at this school and their parents were included.